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| **C:\Users\Nhanie\Pictures\deped logo.pngKINDERGARTEN**  **DAILY LESSON LOG** | SCHOOL: | **SAN ROQUE 2 ES** | TEACHING DATES: | **July 17-21, 2017** |
| TEACHER: | **CHERRIE ANN A. DELA CRUZ** | WEEK NO**.** | **WEEK 7** |
| CONTENT FOCUS: | **I have feelings.** | QUARTER: | **1ST QUARTER** |

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| BLOCKS OF TIME | Indicate the following:  Learning Area (LA)  Content Standards (CS)  Performance Standards (PS)  Learning Competency Code (LCC) | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| ARRIVAL TIME | LA: LL  (Language, Literacy and Communication) | Daily Routine:  National Anthem  Opening Prayer  Exercise  *Kamustahan*  Attendance  *Balitaan* | Daily Routine:  National Anthem  Opening Prayer  Exercise  *Kamustahan*  Attendance  *Balitaan* | Daily Routine:  National Anthem  Opening Prayer  Exercise  *Kamustahan*  Attendance  *Balitaan* | Daily Routine:  National Anthem  Opening Prayer  Exercise  *Kamustahan*  Attendance  *Balitaan* | Daily Routine:  National Anthem  Opening Prayer  Exercise  *Kamustahan*  Attendance  *Balitaan* |
| CS: *The child demonstrates an understanding of:*   * increasing his/her conversation skills * paggalang |
| PS: *The child shall be able to:*   * confidently speaks and expresses his/her feelings and ideas in words that makes sense |
| LCC: LLKVPD-Ia-13  KAKPS-00-14  KAKPS-OO-15 |
| MEETING TIME 1 | LA: SE  PNE( Body and Senses) | Message:  I have a face.  My face has different parts. Each part has its use.  Tula: Ang Aking Mukha  Questions:  What can you find in your face?  What can each part of the face do? | Message:  I have two eyes.  I see with my eyes.  I can see different colors and shapes with my eyes.  Song: Little Eye  Questions:  Let the learners talk about the things they see around. | Message:  I can take care of my eyes.  Question/s:  What causes poor eyesight?  How will you take care of your eyes?  Song: What makes you sad? | Message:  I have two ears. I can hear with my ears.  I can hear different sounds with my ears.  Questions:  What sounds can we hear?  What are the different sounds that we hear every day?  Do you hear any sound today?  How do we hear the sounds around us?  Tula: Pandinig | Message:  I can take care of my ears.  Question/s:  How will you take care of your ears? |
| CS: *Ang bata ay nagkakaroon ng pag-unawa sa:*   * kanyang kapaligiran at naiuugnay dito ang angkop na paggalaw ng katawan |
| PS: *Ang bata ay nagpapamalas ng:*   * maayos na galaw at koordinasyon ng mga bahagi ng katawan. |
| WORK PERIOD 1 | LA:  PNE:  PNEKBS-Id-1  PNEKBS-Id-2  PNEKBS-Ic-4  PNEKBS-Ic-5  Sining  SKMP-00-6  SKPK-00-1  SKMP-00-2  SKMP-00-8  KP  Fine Motor  KPKFM-00-1.5  LL  VPD-LLKVPD-00-3  LLKVPD-00-5 | (Teacher-Supervised):  Face Off  Independent Activities  Playdough Face | (Teacher-Supervised):  Eye Book  Independent Activities  Binoculars | (Teacher-Supervised):  Eye Check Chart  Independent Activities  Kitchen Band | (Teacher-Supervised):  Poster Making: Sounds We Hear  Independent Activities  Echoing Sounds | (Teacher-Supervised):  Find Me  Independent Activities |
| CS: *Ang bata ay nagkakaroon ng pag-unawa sa:*   * body parts and their uses * sariling kakayahang sumubok gamitin nang maayos ang kamay upang lumikha/lumimbag * pagpapahayag ng kaisipan at imahinasyon sa malikhain at malayang pamamaraan * similarities and differences in what he/she can see * kahalagahan at kagandahan ng kapaligiran |
| PS: *Ang bata ay nagpapamalas ng:*   * take care of oneself and the environment and able to solve problems encountered within the context of everyday living. * kakayahang gamitin ang kamay at daliri * kakayahang maipahayag ang kaisipan, damdamin, saloobin at imahinasyon sa pamamagitan ng malikhaing pagguhit/pagpinta * critically observes and makes sense of things around him/her * kakayahang magmasid at magpahalaga sa ganda ng kapaligiran |
| MEETING TIME 2 | Learning Areas:  PNE  PNEKBS-Ii-9 | The teacher demonstrates how to wash the face properly. | Tula: Mata  Talk about the uses of the eyes in the poem | Ask questions that will lead the learners to see the importance of their eyes in performing their activities at home and in school and how they can take care of their eyes. | Play a fast tune and a slow one.  How do you know when to dance slow or fast?  What part of your body helps you respond to the music played? | Sing songs using the kitchen utensils as accompaniment |
| CS: *Ang bata ay nagkakaroon ng pag-unawa sa:*   * body parts and their uses |
| PS: *Ang bata ay nagpapamalas ng:*   * take care of oneself and the environment and able to solve problems encountered within the context of everyday living |
| SUPERVISED RECESS | LA: PKK Pangangalaga sa Sariling Kalusugan at Kaligtasan | SNACK TIME | | | | |
| CS: *Ang bata ay nagkakaroon ng pag-unawa sa:*  \* kakayahang pangalagaan ang sariling kalusugan at kaligtasan |
| PS: *Ang bata ay nagpapamalas ng:*  \* pagsasagawa ng mga pangunahing kasanayan ukol sa pansariling kalinisan sa pang-araw-araw na pamumuhay at pangangalaga para sa sariling kaligtasan |
| LCC: KPKPKK-Ih-1 |
| STORY | LA: BPA (Book and Print Awareness) | Theme: Haring Midas and the Golden Touch | Theme: Alamat ng Ampalaya | Theme: Ang Prisesa at ang Gisantes | Theme: Ayoko Na | Theme: Ang Lihim ni Kokoy Unggoy |
| CS: *The child demonstrates an understanding of:*   * book familiarity, awareness that there is a story to read with a beginning and an en, written by author(s), and illustrated by someone |
| PS: *The child shall be able to:*   * use book – handle and turn the pages; take care of books; enjoy listening to stories repeatedly and may play pretend-reading and associates him/herself with the story |
| LCC: LLKBPA-00-2 to 8 |
| WORK PERIOD 2 | LA:  M (Geometry)  MKSC-00-1  MKSC-00-2  MKSC-00-3  MKSC-00-5  MKC-00-7 | Teacher- Supervised Activity  Shape Hunt  Independent Activities  Shape Lacing: Triangle | Teacher- Supervised Activity  Color Hunt  Independent Activities  Same or Different Sounds  Soft and Loud Sounds | Teacher- Supervised Activity  Pairs of Eyes  Independent Activities  Spin the Bottle | Teacher- Supervised Activity  Number Book of Pairs  Independent Activities  Color Memory Game | Teacher- Supervised Activity  Addition and Subtraction Stories  Independent Activities |
| CS: CS: *The child demonstrates an understanding of:*  \* Objects can be 2-dimensional or 3- dimensional |
| PS: *The child shall be able to:*  \* describe and compare 2- dimensional and 3- dimensional objects |
| INDOOR/OUTDOOR | Learning Areas:  PNE  PNEKBS-Ic-3  PNEKBS-Id-2  PNEKBS-Ic-5  PNEKBS-Ii-8 | Pin the Eye | Let’s see | Unstructured Free Play | Unstructured Free Play | Blindfolded Game |
| CS: *Ang bata ay nagkakaroon ng pag-unawa sa:*  \* body parts and their uses |
| PS: *Ang bata ay nagpapamalas ng:*  \* take care of oneself and the environment and able to solve problems encountered within the context of everyday living |
| Meeting Time 3 |  | Learners identify their face and the use of each part. | Learners give the function and importance of their eyes. | Learners share how they take care of their eyes. | Learners give the function and importance of their ears. | Learners share how they take care of their ears. |

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| **REMARKS** | |
| **REFLECTION** | Reflect on your teaching and assess yourself as a teacher. Think about your students’ progress this week. What works? What else needs to be done to help the students learn? Identify what help your instructional supervisors can provide for you so when you meet them, you can ask them relevant questions. |
| 1. No. of learners who earned 80% in the evaluation. |  |
| 1. No. of learners who require additional activities for remediation. |  |
| 1. Did the remedial lessons work? No. of learners who have caught up with the lesson. |  |
| 1. No. of learners who continue to require remediation |  |
| 1. Which of my teaching strategies worked well? Why did these work? |  |
| 1. What difficulties dis I encounter which my principal or supervisor can help me solve? |  |
| 1. What innovation or localized materials did I use/discover which I wish to share with other teachers? |  |